DOCUMENT RESUME

ED 043 967 EA 003 117

AUTHOR	Azzouz, Azzedine, Comp.; And Others
TITLE	Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Vol. 4 No. 3, 1970.
INSTITUTION	Agence Tunisienne de Public Relations, Tunis (Tunisia).
SPONS AGENCY	National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
REPORT NO	TT-70-58034-3
PUB DATE	70
NOTE	48p.
EDRS PRICE	EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS	Administrative Crganization, Adult Education, Art Education, *Bibliographies, Educational Philosophy, *Literature Reviews, Mechanical Teaching Aids, *Periodicals, Religious Education, Special Education, Teacher Education
IDENTIFIERS	Algeria, Libya, Morocco, Tunisia

ABSTRACT

This report, part of a series of educational bibliographies frcm the Maghreb countries (Algeria, Morocco, and Tunisia) and Libya, consists of excerpts from periodicals published in those countries. Each entry is marked to indicate the particular country. The articles are organized under 13 major subjects that include: the structure of educational organization in North Africa; adult educaticn; teacher training; and religious, artistic, and special education. Related documents are ED 023 063, ED 026 892, ED 026 920, ED 029 527, ED 031 123, ED 034 455, ED 038 074, and ED 032 818. [Not available in hard copy due to marginal legibility of original document.] (JF)

OE/11S
TT 70-58034/3
EA

ED 043967

SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

ALGERIA
LIBYA
MOROCCO
TUNISIA

Vol. 4 N° 3 1970

Compiled for the Office of Education
U.S. Department of Health, Education and Welfare
and The National Science Foundation
Washington D.C.
by the "Agence Tunisienne de Public-Relations"
6, Rue de Hollande - Tunis
Tunisia

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EA 003 117

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TT 70-58034/3

Prepared for

THE OFFICE OF EDUCATION
U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

and

THE NATIONAL SCIENCE FOUNDATION, WASHINGTON, D.C.

by the

AGENCE TUNISIENNE DE PUBLIC - RELATIONS

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NOTE : Each entry is marked with either A(Algeria), L(Libya) M(Morocco), T(Tunisia) or MAG(Maghreb countries) to indicate the country under consideration.

PREFACE

The Maghreb countries share, in somewhat different degrees, important problems that deeply mark their educational systems: illiteracy and multilingualism. Illiteracy is being reduced by spectacular scholarization efforts made since independence which emphasize results in the immediate future, thus meeting the requirements of modern society. Multilingualism necessitates frequent and disrupting reorganizations of curricula as the relationships between Arabic and French in Tunisia, Morocco and Algeria and English, Italian and Arabic in Libya are constantly changing.

In addition, education in general is in a period of transition in the Maghreb countries, and the systems which are evolving are still ill-defined.

The principal difficulty we encountered in compiling this bibliography was that, apart from governmental publications, material is not easily obtained. Much recent material has not yet been classified, and many texts are published outside the country. This is particularly true for Libya.

We do hope, however, that these issues will be useful not only to educators and students, but also to those who have a general interest in North Africa.

PHILOSOPHY AND THEORY OF EDUCATION

T 1. Efficacité (Efficiency)

La Presse May 8, 1970

The problems caused by the development of education in our country have increased over the last few years, and at the end of the last ten-year plan (1958-68), a new educational policy, more suited to the country's economic and social position, was necessary. In a press conference, M. Mohamed Mzali, the Minister of National Education, spoke of his determination to eliminate the lack of balance between the aims and means of our educational system. The fundamental problem is that of the democratization of education, for although no one can deny every child's right to be educated, lazy or mediocre pupils who later hinder more gifted children, and are a burden on the State budget, cannot be justified. Lacking sufficient financial resources and qualified teaching staff, only good results and scholastic success must give a child the right to pursue his studies. Thus the principle of the democratization of education must contribute to an efficient system, and not as has been the case, lead to a deterioration of the general level.

A 2. L'Orientation générale de l'école algérienne à l'ordre du jour (The general policy of Algerian education on the agenda).

El Moudjahid July 21, 1970

In the presence of President Boumédienne, the national commission for educational reform continued to prepare the future policy of Algerian education. Based on five fundamental principles, the education will take into consideration the religious, historical, and geographical situation of the Algerian people. As Algeria has chosen to develop as a socialist state, the great task of education and training must be revolutionary, and aim at a positive transformation of society. The commission's final objective will be the conception and elaboration of an Education Charter, which will be based on authentic national values, and will decolonize Algeria's culture and heritage.

T 3. En relâchant les étudiants interpellés après les manifestations, le gouvernement espère les voir rallier le peuple mobilisé pour l'édification d'un avenir meilleur. (By freeing the students summoned after demonstrations, the government hopes to see them rally the nation mobilized to build a better future).

La Presse February 2, 1970

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By deciding not to pursue charges against students after recent demonstrations, the Government has again shown patience and indulgence towards this section of society, hoping thereby to see them help the nation towards a better future. Since Independence, the Government has devoted more than a quarter of its budget to generalizing education and training qualified personnel to fulfil the country's needs. All students in higher education receive a grant of at least 30 dinars a month the equivalent of an average Tunisian salary, yet 40% of them feel under no obligation to sit for their end-of-year examinations. This intolerable situation must not be allowed to continue, and the University should take strict measures against the subversive activities of the minority. University professors should teach students not only theories but also the history of their country, training them to accept responsibilities towards their people. The family must provide a healthy moral environment for the student, and national organizations should provide a beneficial program for leisure time.

ADMINISTRATION OF THE EDUCATIONAL SYSTEM

T 4. L'Attribution des bourses. (The Attribution of Scholarships).

L'Action March 6, 1970

A Ministerial committee is studying new methods of awarding student grants, which in the future are to be based on examination success and family income. Up to now all grants have come from the State Budget, but a new policy aims at making national economic institutions support the scholarship fund, as these institutions use the services of a large number of students who have benefited from higher education.

A 5. Refonte de l'enseignement: la langue nationale, fondement essential de notre personalité. (The Remodelling of Education: the national language, essential foundation of our personality).

El Moudjahid July 20, 1970

The members of the national commission for the remodelling of education have received the report on arabization which defines the best ways and means of carrying out this project in a national context. Several concrete achievements have already marked the beginning of this process. The first two years of primary education have been arabized, and the third and fourth years will soon follow. Total arabization of primary education is possible within

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the scope of the four-year plan. Secondary schools have seven hours taught in arabic a day: history, geography and philosophy are taught entirely in arabic in primary schools and this measure will extend to secondary schools during the four-year plan.

T 6. Les problèmes de l'enseignement (Educational problems).

La Presse April 18, 1970

The interministerial committee which was created in November 1969 to examine the problems of education and prepare a reform of the structure, has presented the results of its research to the Government. In a speech, M. Bahi Ladgam the Prime Minister, remarked that the Government must not allow education to become too heavy a burden on the State budget. The standard of both pupils and teachers should be raised, since a certain indulgence in the principle of the democratization of education has allowed inferior students to accede to higher studies, and at least 50% of all first-year university students are below the level required for satisfactory higher education. Scholastic programs must be revised to give pupils a higher quality education and a place of increasingly greater importance is to be given to the teaching of the Arabic language and national history. The level of teachers, many of whom are unqualified, must be raised, and both overcrowded classes and serious anomalies in the allocation of grants abolished, if the sacrifices made by the State for education are not to be in vain.

T 7. M. Chedli Ayari: L'Etat est décidé à encourager la décentralisation de l'enseignement. (M. Chedli Ayari: the State is determined to encourage the decentralization of education).

La Presse August 26, 1970

On August 25, 1970, M. Chedli Ayari the new Minister of National Education, Youth, and Sports, presided over a meeting of regional administrators at Gabès. Among educational problems discussed were the need to restore schools damaged by the floods of last autumn, and to improve the conditions of local teachers, who in rural areas are often badly lodged and have no drinkable water. The schools are also poorly equipped and some are constantly invaded by sand and reptiles. The Minister announced that flood damage was being repaired as quickly as Tunisia's financial condition and foreign assistance permitted, and that 20,000

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dinars had been allocated for the maintenance of schools in the region during 1970-71. 500 rural habitations for teachers will be build near Gabès, and 4 new schoolrooms will be opened this year. The Minister concluded that the State had decided to encourage the decentralization of education in order to help promote life in rural areas like Gabès.

T 8. M. Mzali définit la mission de l'Office National des affaires universitaires. (M. Mzali defines the mission of the National university service).

La Presse February 26, 1970

M. Mohamed Mzali, the Minister of Education, Youth, and Sports has announced the creation of a National University Service which will help students to pursue higher studies in better moral and material conditions. The service will centralize and administer grants for higher education, supervise student accomodation and promote social and medical aid for students.

T 9. Séance de travail consacrée à la tunisification de l'enseignement. (Meeting devoted to the "tunisification" of education).

La Presse April 9, 1970

On April 8, 1970, the Minister of Education, M. Mohamed Mzali, presided over a meeting of secondary and primary school headmasters and professors from Tunis university. M. Mzali stressed the need to "tunisify" education, yet remain open to scientific and technical influence from the outside world. The Minister declared that Tunisia's educational policy aimed to give every pupil a good aesthetic and civic education, awaken his sense of responsibility, and form his character. Future educational programs must give a place of importance to the history of the Tunisian national movement and Tunisian literature, which should guarantee the pupil's attachment to his surroundings. M. Mzali concluded that these goals could only be attained if teachers were correctly trained, and special interest would be given to teachers' training colleges and pedagogical inspection and control.

EDUCATIONAL STATISTICS

M 10. 1842 candidats admis aux examens du baccalauréat marocain. (1,842 successful candidates in the moroccan baccalauréat).

L'Opinion June 5, 1970

4,425 candidates took the June 1970 session of the Moroccan baccalauréat and 1,842 of these candidates, including 257 girls, were successful. 950 of the candidates had specialized in literature, 551 in experimental science, 188 in mathematical science, and 151 in economical science.

A 11. L'enseignement dans la Wilaya de Tlemcen. (Education in the Territory of Tlemcen).

El Moudjahid July 1, 1970

In the territory of Tlemcen, the overall rate of primary education is only 49.25% and a considerable effort must be made to improve this figure. However, there are 9,188 pupils, of whom 73.50% are boys and 26.50% girls in secondary schools. In the territory there are 3 grammar schools, 9 CEG (colleges of general education), 6 CET (colleges of technical education), and one teachers' training college. These 19 establishments employ a teaching staff of 466.

L 12. Libye, Royaume des Sables. (Libya, kingdom of the sands).
by Freddy Tondeur

Editions Nathan, Paris, 1969,
158 pages.

The author states that Libya's greatest effort has been made in the field of education. After the war, Libya's population was 90% illiterate, the rare schools scattered around the country had less than 5,000 pupils, and there were no engineers or doctors of Libyan nationality. Lack of teachers and school buildings made the first years of independence difficult, but as oil made the country prosperous, the government gave priority to the problem of education. The 1968-9 Education budget was 42 million pounds, double that of the preceding year, and the largest single item in the State budget. 250,000 Libyan children, including 30,000 girls, are now able to attend school, and their thirst for knowledge is remarkable.

T 13. M. Hassib Ben Ammar: notre budget de l'éducation constitue un record absolu dans le monde entier. (M. Hassib Ben Ammar: our education budget is an absolute record in the whole world).

La Presse July 23, 1970

In a speech given to a seminar of students who had passed the "baccalauréat" examination, M. Hassib Ben Ammar the Minister of Defence, reminded the students that after

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Independence, Tunisia had put education before even social and economic projects, and that her Education Budget of 8.8% was a world record. He told the students that they should feel gratitude towards their people, who had consented to make sacrifices for the promotion of education.

A 14. La situation de l'enseignement dans la Wilaya de Constantine. (The educational situation in the governorate of Constantine).

El Moudjahid May 10, 1970

In the territory of Constantine there are 509 elementary schools with 4,534 teachers and 210,754 pupils, of whom 78,657 are girls. The percentage of education at this level is 47.33%.

The territory has 74 establishments of secondary education: 45 general colleges, 18 technical colleges, 9 agricultural colleges, and 2 teachers' training colleges. There are 22,024 pupils, including 5,960 girls, at these establishments. 10,000 new places will be created during the four-year plan, as well as new centers of secondary education at Djidjeli and Aîn Beida.

Finally, higher education will be provided for by the construction of a University for 10,000 students at Constantine.

A 15. L'enseignement en Kabylie: 40,000 nouveaux élèves dans le primaire depuis la mise en chantier du programme spécial. (Education in Kabylie: 40,000 new pupils in primary schools since the beginning of the special program).

El Moudjahid June 27, 1970

Educational problems have always been acute in the governorate of Grande Kabylie, but measures taken by a Ministerial council held at Tizi Ouzou in October, 1968, have led to an increase of more than a third in the number of pupils at school. 1,000 additional classes have been opened, enabling 40,000 new pupils to benefit from primary education, and 7 colleges of education will soon be completed. This year the governorate of Grande Kabylie has been accorded 500 classrooms and 500 lodgings.

A 16. Education in Algeria. Jeune Afrique Document August 25, 1970

After Independence, Algeria found herself without sufficient human resources to replace the "pieds noirs"

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who had left the country. In 1961, for example, there were only 4 Algerians at the School of Administration, and from 1962-3 only 2,500 students at Algiers University. Only 20 agricultural engineers are trained a year at the El Harrach Institute, and since 1965 only 150 agricultural engineers have qualified.

Algeria has therefore undertaken massive educational program to overcome this disadvantage and satisfy her future needs. The Government has devoted 12% of the credit of the four-year plan, 30% of its budget, and 18 to 20% of the national revenue towards this aim.

Primary education, which covered 777,636 pupils in 1963, will extend to 2,624,000 pupils in 1973. 3,500 new classes will have to be created, and 40,000 extra teachers trained. This sector will then be completely algerianized, and will educate 75% of all school-age children, and 100% of the children belonging to the "Independence generation". The total abolishment of illiteracy in the young is forecast for 1980.

Secondary education, which covered 51,144 pupils in 1963, will extend to more than 400,000 in 1973, and the number of teachers will increase from 8,000 to 18,000.

The number of students receiving higher education, which was only 2,803 in 1963, should increase to 27,000 in 1973, whereas the number of professors will increase by 170%.

Algeria's national education should therefore cover a total of one million more pupils in four years' time, and the percentage of children educated should rise from the present-day 57% to 73%. This enormous effort will be completed by a parallel campaign to make a million adults literate.

By 1972 the educational system should also have undergone a complete remodelling based on the following principles:

(1) total arabization, doubled by a modernization of the arabic language. Bilingualism will only be temporarily maintained.

(2) the scientific and technical aspects of education will be stressed, to fulfil the country's needs.

(3) permanent "bridges" will be established between education and training.

(4) the educational system will be democratized and unified; and pedagogical methods reformed.

STRUCTURE OF EDUCATION IN NORTH AFRICA

A 17. Chronique sociale et culturelle: l'enseignement. (Social and Cultural News - Education).

Annuaire de l'Afrique du Nord TVII, 1968. p.261-277.

The process of arabization continues in Algeria. A history degree in arabic has been created, and a test in arabic has become compulsory for the entrance and other examinations of the School of Arts and Letters. The creation of an arabic section at the Algiers School of Law was envisaged during a recent discussion in Cairo on university relations between Algeria and Egypt. A delegation of Algerian education inspectors also visited Tunisia to study the Tunisian process of arabization.

A 18. Formation et Développement: le second séminaire national clôturé aujourd'hui. (Training and Development: the second national seminar closed today).

El Moudjahid January 10, 1970

The participants at this seminar made certain recommendations concerning the Technical Institutes which could, they said, be grafted on to organizations and would therefore create an indispensable support in the administrative domain. They recommended that the current system of training could be made more dynamic and that it was necessary to modernize and increase the use of instruments such as audio-visual aids, etc. They also defined the new conception of the student who must play an active role in his own training, through individual or group participation.

A 19. Assemblée plénière de la Commission régionale de Mostaganem. (Full Assembly of the Regional Commission of Mostaganem).

El Moudjahid June 16, 1970

A full assembly of the Mostaganem regional commission for educational reform discussed and adopted the following report prepared by sub-commissions:

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1) Democratization - means giving every child the maximum chance to pursue his studies as long as possible. This implies the idea of generalization - primary education, and the possibility of secondary and higher education, for everyone.

2) Arabization - is a fundamental principle of educational reform. The arab language must have priority in the training of future generations.

3) Scientific and technical options - are a necessity. Our country needs qualified staff and must adapt itself to world industrial evolution.

4) Principles - our schools must further the expansion of the national language, history, and geography, which form the Algerian personality.

M 20. Hassan II annule les renvois d'élèves exclus pour faits de grève (Hassan II cancels the measure dismissing pupils who had gone on strike).

Le Monde March 19, 1970

In a speech given to professors and students at a conference on education at Ifrane, King Hassan II declared, that student strikes did not worry the government unduly, for they were sure that solutions to the problems would soon be found. His Majesty declared that he had decided to cancel the measure dismissing students who had gone on strike, and that the number of grants available to students, and teachers' salaries, were to be increased. Speaking with great frankness, the King discussed problems facing his country. After Independence, he said, they had tried to put into practice principles like marocanization, arabization, generalization, and unification, but these ideas had been manipulated and combined without sufficient discernment and had therefore given a negative result. The country should first concentrate on marocanization, then arabization, and end with generalization.

Education absorbs almost a quarter of the State budget, but less than 7% of the children in primary education accede to higher studies. The King considers it necessary for Morocco to stop copying the French educational system, and to devise a structure of her own which would be more suited to the country's needs.

Other preoccupations mentioned by King Hassan II were the need to develop technical education, and to continue arabization, although other foreign languages would continue to be taught.

M 21. Considérant la situation actuelle de notre enseignement, les professeurs techniques de Marrakech affiliés à l'UGTM présentent une motion. (Considering the current educational system, the Marrakech union of technical teachers presents a motion).

L'Opinion June 3, 1970

After having studied their moral and material situation, the Marrakech union of technical teachers presented the following motion - that, considering the importance of this branch of education for a developing country, and the lack of qualified staff to fulfil the country's needs, they consider a radical reorganization of technical education necessary. The motion demanded that:

(1) incompetent staff should be retrained
(2) a higher teachers' training college should be opened
(3) a Center of Research and Technical documentation should be created to help teachers improve and perfect their knowledge
(4) workshops should be equipped with modern material
(5) industrial training periods should be organized for technical teachers.

T 22. Tunisie: l'enseignement doit être adapté aux besoins du pays. (Tunisia: teaching must be adapted to the country's needs).

Le Monde June 3, 1970

M. Mohamed Mzali, the Tunisian Minister of Education, Youth, and Sports, described in a press conference the tremendous effort Tunisia has been making in education for the last eleven years. Since 1959, the aim has been to construct schools and open them to all Tunisian children, but now a revision of this project is due. It is imperative for Tunisia to avoid the dangers of a lack of balance between the country's possibilities and the investments devoted to education, and between the training of qualified staff and possibilities of employment.

Reform must be carried out in this perspective. It is no longer a question of opening schools and convincing parents, for the schools are there and education is accepted. Now the level must be readjusted, the programs adapted to the country's needs, and more professional schools with greater scope built.

M. Mzali concluded that bilingualism, which has always been the rule since Independence, would be continued in the national interest.

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T 23. M. Mohamed Mzali: "C'est à l'école en priorité que revient le rôle d'éduquer et de former les générations montantes"
M. Mohamed Mzali: "The role of educating and training the rising generations belongs to the school".

La Presse April 14, 1970

During a teachers' meeting at Sousse, M. Mohamed Mzali, the Education Minister, spoke of the need to continue democratic education. He said that soon every young Tunisian would be able to go to school, and in fact the primary schools would welcome an estimated 125,000 children this September. The Minister reminded the meeting that the percentage of her revenue that Tunisia devoted to education was a world record. Speaking of the "tunisification" of education, he declared that school text-books and programs should be revised, for 90% of all texts taught were the work of foreign authors. When 50% of all literature studied is Tunisian, children will receive an excellent civic education that will teach them authentic national realities. M. Mzali added that this change would not contradict Tunisia's desire to remain in communication with the outside world, particularly in the scientific domain, and the teaching of foreign languages, especially French, would continue to be encouraged. The Minister concluded his speech by saying that since the majority of educational programs put into practice up to now had failed through lack of qualified staff, priority was to be given to teacher training.

L 24. The Advance of Education

The Libyan Review December 1968 Vol III, no.12

During the Italian occupation, primary education alone was available to Libyans, and Arabic was only taught as a supplementary subject in the final stages of primary education. In the course of time, this would have created a weak, illiterate society, had it not been for the parents who organized private religious tuition for their children, or who sent them abroad to Arabic countries where they could be brought up under the religious educational system.

Since Independence, Libya has paid close attention to the problem of spreading literacy among the people, and education accounts for a large part of the country's budget. An all-time record of 41,245,670 Libyan pounds was made available for education in 1968-9, an increase of 100% on the 1967-8 education budget of 20,812,000 Libyan pounds. This is in response to the growing interest in education shown by Libyan youth.

L 25. "A Study of Existing School buildings".
by I. R. Benton
Regional Educational Building Institute for Africa,
Khartum-Sudan, 1969.

This report was prepared after a mission to Libya which took place on June 9-25, 1969. Typical schools built from standard plans were visited in and around Tripoli, and copies of the standard plans, prepared by the Department of Public Works in Tripoli and Benghazi, were studied. The mission was carried out in conjunction with a UNESCO mission on school building programs. The report suggests ways of economizing the use of space in schools to give greater flexibility and efficiency, and several examples of small schools designed in various countries were included for reference.

L 26. Arab Education Conference in Tripoli calls for the unification of education in Arab countries.

The Cyrenaica weekly news 12 April 1970

The conference of Arab Ministers of Education which met recently in Tripoli adopted a resolution to unify the various stages of education in Arab countries. The conference entrusted the Arab League with organizing a symposium to study examination systems and principles for coordinating and unifying examinations. Finally, it was decided that Arab countries would work to unify school programs, and that the number of hours necessary to assimilate this common program would be fixed.

EDUCATIONAL ORGANIZATION

Primary Education

M 27. Les Cantines Scolaires (School refectories).

Maroc Documents March 1969

The Moroccan Ministry for Primary Education has at its disposal 1,980 refectories in schools in rural districts. 200,000 pupils use these refectories, which play an important social role, especially in the countryside where Moroccan children can enjoy nourishing meals without having to walk long distances to lunch at home.

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Secondary Education

A 28. "Hier épreuves de langues pour 6,981 candidats au Bac 70" (Language examinations for 6,981 candidates in the 1970 Baccalauréat took place yesterday).

El Moudjahid June 4, 1970.

The first language examination of the 1970 baccalauréat took place yesterday. The program of the baccalauréat this year is identical to that of previous years, but the examination methods and the examinations themselves have undergone certain changes. These changes will allow pupils who have been able to assimilate their programs to rely on their aptitude and diligence alone for success, as the "chance" factor will be reduced. The "new formula" baccalauréat, therefore, will be a way of controlling the degree of assimilation and the aptitude for synthesis which must be acquired before undertaking higher studies.

A 29. Dix nouveaux établissements secondaires ouvriront leurs portes en octobre prochain. (Ten new secondary schools will open next October).

El Moudjahid, June 3, 1970.

Up to now, secondary education has not made as rapid progress as primary education, and the academic "explosion" in primary schools after Independence has produced a multitude of pupils wanting to further their education but unable to find places. However, considerable changes in Algeria's grammar schools and colleges, and a rapid building program, will help to create favorable conditions to carry out the four-year plan.

Ten new grammar schools, each for 1,000 or more pupils, will be finished next October and open for the next academic year. 31 colleges of general education (CEG), each for 600 pupils, will also be completed in this period, and 6 teacher training colleges are being constructed.

M 30. Importantes recommandations du Colloque sur les problèmes de l'enseignement de l'histoire et de la géographie: refonte totale des programmes pour les adapter aux données pédagogiques et à la réalité marocaine. (Important recommendations made by the Conference on the problems of history and geography education: complete remodelling of the programs to adapt them to pedagogical data and Moroccan reality).

L'Opinion July 8, 1970

The Moroccan association of history and geography teachers recently organized a conference at Rabat on the problems of history and g ography education in secondary schools. The following recommendations were submitted for the participants' approval:
- the staff teaching history and geography should be moroccanized.
- education in these two sub ects should be arabized.
- both national and moslem history should be taught.
- important questions which have been neglected, such as European feudality, the Palestinian affair, and the history of the Arab countries, should be included in education programs.
- it would be useful for secondary teachers to participate in the preparation of history and geography programs.

Vocational Education

L 31 "Training course in farming statistics here".

The Cyrenaica weekly news, April 20, 1969

The Under Secretary of the Ministry of Planning and Development last week opened a course on agriculture statistics, attended by trainees from Libya, the UAR, Sudan, Somalia, Jordan, the Lebanon, Syria and Saudi Arabia. The coursewas sponsored by the Department of Census and Population, in collaboration with the Ministry of Agriculture and FAO (Food and Agricultural Organization).

L 32 All around progress by Libyan University.

The Libyan Review December 1968

Arrangements are under way to start the School of Medicine in the Libyan University during the academic year 1971-2. There will be about 60 students in the first year, and the course of studies will last for 6 years - 5 years in the School of Medicine, followed by 1 year's practical training in a hospital. The first graduate doctors from the Libyan University should start serving the nation by 1978.

The School of Medicine will be part of the new Libyan University campus now under construction in Benghazi. A 1,200 bed hospital with modern equipment will be attached to the campus and should be completed by 1973. The Libyan University is buying equipment for the School of Medicine from various countries, and also recruiting staff for the proposed opening in 1971.

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L 33 The Islamic Arts and Crafts school

The Libyan Review December 1968

The Islamic Arts and Crafts school is another landmark in the field of education in Libya. When it started in 1895 in Tripoli, during the rule of Suleiman Nameq Pasha, it was the first school for science, arts, and industry. Created with the help of popular contributions and encouraged by the authorities, the school made a good start, taking care of orphans and youngsters and providing them with technical skills and abilities. At a time when printing presses were rare, the Islamic Arts and Crafts school had its own press and one of the best science magazines. After Independence, during the atmosphere of freedom that prevailed, the school received more attention and its scope was widened to cover new subjects and absorb an increasing number of students. Consequently, it has become the biggest school of its kind in the country, with a well-defined program of studies, an efficient administration and progressively increasing achievements. For three quarters of a century, it has provided Libyan society with a cultural and skilled body of citizens experienced in a good number of technical and vocational fields.

A 34 Création de l'Institut Minier et Métallurgique d'Annaba (Creation of the Annaba Mining and Metallurgic Institute).

El Moudjahid June 6, 1970

The Mining and Metallurgic Institute which will be created at Annaba will train engineers and higher technicians in the fields of mining, metallurgy, mechanical constructions, and construction materials. The length of studies for an engineer will be 6 years, and for a higher technician 4 years. The Institute will train engineers in the following specialities.

Mines.
1. The working of mines.
2. Electro-mechanics of mines.

Metallurgy.
3. Metallurgic Production.
4. Thermic and plastic treatment of metals.

Construction Materials.
5. Technology of silicates and construction materials.

Mechanical Constructions.
6. Mechanical equipment of industrial companies and technology of mechanical constructions.

Electro-technics.
7. Electrical equipment of industrial companies.

A 35 Interview - Abderrahmane Remili, responsable Socio-éducatif au ministère algérien du plan, nous déclare.....
(Interview with M. Abderrahmane Remili, who is in charge of social-educational affairs for the Algerian Planning Ministry)

Jeune Afrique No. 481 March 24, 1970

100,000 French qualified staff left Algeria after Independence, and must be replaced if industrialization is to succeed. M. Abderrahmane Remili, who is in charge of social-educational affairs for the Planning Minister, described in an interview Algeria's new experiment in Institutes of Technology. The need to form a large number of qualified staff very quickly means that only essential training, directly linked to the post the student will occupy after his studies, will be given. Time will be economized by an academic year of 11 instead of 7 months, and by using former army barracks instead of constructing new colleges. The basic pedagogic principles will be:

(1) to link the training directly to the specific post to be held.
(2) to make the training practical, with engineers and technicians forming half the teaching staff.
(3) to link the Institute's work very closely to the country's development.

About 30 Institutes will be created in all domains: agriculture, public works, mines, chemistry, metallurgy, planning, accounting and administration, commerce, tourism, etc. Entry will not be by diploma, but by a system of tests and interviews, and the Institutes will train students at both higher and average levels. The students will have a very particular status. During their training, they will receive a "salary" to cover educational expenses, and in return they must give triple their training-time to the company or administration which offers them a position at the end of their studies. These companies sign contracts with the Institutes agreeing to take a specified number of graduates each year.

Algeria still needs some 4,000 more engineers, 10,000 technicians, and 30,000 qualified workmen. With the contribution

of these Institutes by 1973 there should be 15,780 trained higher and average qualified staff to help fulfil this need.

A 36 Le Centre africain des hydrocarbures et du textile de Boumerdès. (The African Center of Hydrocarbons and Textiles at Boumerdès).

El Moudjahid June 23, 1970

The African Center of Hydrocarbons and Textiles has trained engineers and higher technicians specializing in oil, gas, and textiles since 1964, and branches of chemistry and mining geology have just been created. In 5 years, the Center has produced 309 engineers and technicians who work in the domains of industry and energy. With a total of 1,500 students, which will increase to 2,000 in October and to 3,000 before the end of the Four-Year Plan, the CAHT represents more than half the number of scientific and technical students being trained at the present time in Algeria.

A 37 Trois instituts technologiques: commerce - planification - comptabilité, accueilleront en octobre plus de 1,000 étudiants. (Three Technological Institutes - Commerce, Planning and Accountancy - will receive more than 1,000 students in October).

El Moudjahid May 7, 1970

These three Institutes will help to fulfil the aims of the Four-Year Plan. The Technological Institute of Commerce, under the Ministry of Commerce, will train qualified staff for internal and external trade. The Institute of Accountancy and Finance, under the Ministry of Finance, will train qualified staff for the domains of finance and accountancy. The Institute of Planning will be under the Ministry of Finance, and more particularly the Direction of the Plan, and has been created to improve planning and statistical knowledge in Algeria. Its students will become statisticians and development economists.

The qualified staff trained by these Institutes will work in the Ministries, regional economic departments, and business companies. According to the forecast of the Four-Year Plan, the Institutes should have more than 2,000 students by 1973.

A 38 A la recherche d'une vocation. Un métier passionnant: technicienne agricole. (In search of a vocation. An exciting profession: female agricultural technician).

El Moudjahid June 5, 1970

A certain evolution has taken place in Algeria, and

young Algerian women can now work in agriculture as technicians. A women's regional college, the only one of its kind at present, offers 3-year courses of specialized education in agricultural techniques. After completing their studies, the graduates will be able to choose between working in the agricultural research laboratory or becoming technical secretaries.

A 39 Ecole de formation hôtelière de Ben Aknoun. (The Ben Aknoun Hotel Training School).

El Moudjahid July 20, 1970

At the Ben Aknoun Hotel Training School, situated a few kilometers from Algiers, young people are trained for hotel trades such as cookery and restaurant service. The training lasts 18 months, with one year's apprenticeship at the school and a 6-month practical training-period in a hotel. The pupils are recruited between 17-18 years old, and are given additional general education (in Arab, French, and calculation) as well as a complete practical and theoretical professional training to prepare them for the hotel trade.

M 40 Le Ministre de l'agriculture et de la réforme agraire préside à Meknès la cérémonie de distribution des diplômes aux nouveaux ingénieurs agricoles. (The Minister of Agriculture and Agrarian Reform presides over the ceremony of the distribution of diplomas to new agricultural engineers at Meknès).

L'Opinion July 8, 1970

The Minister of Agriculture and Agrarian Reform presided over the ceremony of awarding diplomas to the 17 engineers who have graduated from the Meknès National School of Agricultural Engineers this year. In his speech, the Minister stressed that they should devote themselves to applying the code of agricultural investments, which is one of the bases of agrarian reform.

M 41 Pendant cinq ans, une université américaine va former des professeurs marocains d'agriculture. (An American university is going to train Moroccan agricultural teachers for five years).

L'Opinion June 4, 1970

A 5-year contract to train teachers for Moroccan agricultural schools has been signed in Washington by Mr. Samuel Adams, the assistant administrator of AID for Africa, and Mr. Malcolm Moos, the President of Minnesota

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University. The contract concerns a program worth one million, four hundred thousand dollars, which will be put into practice at Minnesota University and the Agronomic Institute Hassan II at Rabat.

M 42 Une grande réception a marqué l'excellent rendement obtenu à l'école d'agriculture de Marrekech. (A big reception marked the excellent results obtained at the Marrakech Agricultural School).

L'Opinion July 2, 1970

The Souhla Agricultural School has just celebrated a remarkable academic year, for all the sixty pupils were successful. The school, which up to now has produced 364 graduates, is 18 kms. from Marrakech, in the middle of an immense agricultural area dependent on the Ministry of Agriculture and Agrarian Reform. It includes an experimental form of cattle-breeding, an experimental orchard, a hydraulic station and a center of professional training. The school concentrates mainly on arboriculture and breeding cattle for milk production. Its aim is to train technical engineers for the Ministry of Agriculture who will be specialists in irrigated cultivation and will popularize modern methods of cultivation in irrigated areas. They will also direct the agricultural monitors who introduce new techniques to rural populations.

M 43 Fin du stage de la formation des cadres de la jeunesse scolaire. (End of the training-period for the staffs of young students' orgainizations).

L'Opinion March 31, 1970

More than 60 people, representing sections of the Young People's Associations at Casablanca, Marrakech, Rabat, Fes, Settat, Meknes, Khourigba, Tétouan and Kénitra, were present at the training meeting for the staff of cultural associations which was held at La Mamora from March 29 to April 1.

The meeting had 3 main aims. Firstly, to train the general staff of the various groups in educational and administrative affairs; secondly, to further the evolution of current methods of administration and direction; and, finally, to work out a serious, efficient plan to harmonize the association's activities.

The participants nominated four commissions to study the following subjects - cultural affairs, artistic affairs,

journeys and excursions, and secondary education.

Maghreb.44 La formation de cadres maghrebins de tous les niveaux est primordiale pour réaliser le développement du Maghreb. (The training of Maghrebian qualified staff at all levels is of vital importance for the development of the Maghreb)

L'Opinion July 3, 1970

After having participated in the seminar on "Industrial coordination between Maghreb countries", which took place in Tangiers, Dr. Abd'Ellatif Khemakhem, Director of the Higher Institute of Business Administration at Tunis, commented that the Institute was the first of its kind in Africa. Its three functions, the Director said, are:

1) to provide 2 year programs leading to the DES in business administration, and later to create a doctorate awarded 3 years after the DES. The Institute will also retain higher qualified staff by organizing seminars in all subjects.

2) to encourage research in administration.

3) to advise business companies.

T 45 Le B.I.T. va créer un centre de formation professionnelle fèminin en Tunisie). (The B.I.T. is going to create a center of feminine professional training in Tunisia).

La Presse May 6, 1970

An agreement was signed at Geneva by MM. Slim Benghazi and Eric Von Syden, the permanent representatives of Tunisia and Sweden to the United Nations' specialized agencies, and Mr. Françis Blanchard, the assistant director-general of B.I.T., concerning the creation of a national center of feminine professional training in Tunisia. This center, which will cost an estimated 760,000 dollars, will be financed by SIDA (the Swedish Agency for International Development), and the BIT will be responsible for carrying out the project. The Tunisian Government will provide the staff and cover general administrative expenses.

Higher Education.

A 46 A l'Ecole Nationale Polytechnique:
- Remise des diplômes à la promotion 1970
- Un nouveau diplôme à l'Université l'année prochaine: Doctorat en Sciences de l'Ingénieur.

(At the National Polytechnic School:
- Diplomas have been awarded to students who graduated in 1970.
- A new diploma at the University next year: doctor of science for engineers).

El Moudjahid July 7, 1970

The National Polytechnic School has already trained 350 engineers, and its professors have organized 5-year educational programs, opened 26 laboratories, and prepared a hundred different duplicated copies of lectures. The close collaboration between Algerian teachers, UNESCO experts, and international "coopérants" has given the school an international character, and its graduates hold key-posts throughout the country. The school has begun to develop scientific research, and the first results of this research in the use of hydrocarbons for motors and oil-chemistry are already remarkable. A new addition to the school's equipment will be a large high-tension laboratory of 600,000 volts, financed by the special fund, to allow research in the field of high tension.

A 47 L'Institut de psychologie appliquée et documentation professionnelle: un auxiliaire efficace dans la planification de l'enseignement. (The Institute of applied psychology and vocational guidance: an efficient auxiliary in educational planning).

El Moudjahid June 24, 1970

The Algiers University Institute of applied psychology has played a considerable role in vocational guidance and planning in Algeria. This Institute, which was formerly called the Institute of psycho-technics and biometry, was created by decree in March, 1967, and became responsible for training vocational guidance counsellors. Students are enrolled after an entrance examination open to holders of the "baccalauréat" or similar qualification. The course of studies lasts for 3 years, and leads to the State diploma of vocational guidance counsellor. Subjects studied include general and social psychology, child psychology, psycho-technical methodology, sociology, demography, and economy, as well as scientific work organization, educational planning, physiology, mathematics and statistics.

A 48 Création à Oran d'une Ecole Normale Supérieure Polytechnique. (Creation of a Polytechnic teachers' training college at Oran).

El Moudjahid June 2, 1970

This college for 2,000 students will open in October 1970, and will train secondary teachers of technical and scientific subjects. Pupils in their final year of schooling, but who have not passed the "baccalauréat" examination, may enter the college after taking a control test and receiving a year's preparatory training. Pupils who have passed the "baccalauréat" examination with scientific or technical options can enter the ENSP directly.

During the first "observation" year, the college staff will discover each student's level and aptitudes. In the second year, the student will choose to specialize in either theoretical sciences, or practical or applied sciences. Specialization will continue in the third year, and the fourth or final year will give students practical training periods in industrial production units.

A 49 Des réalisations universitaires d'un montant de 300 millions de dinars algériens confiées à la D.N.C. - A.N.P. (University constructions costing 300 million Algerian dinars entrusted to the D.N.C.-A.N.P.).

El Moudjahid May 22, 1970

The Ministry of Education and the Direction of the Army "cooperatives" have signed an agreement concerning the construction and equipping of important university projects in the Four-Year Plan. Under the terms of the agreement, the Army "cooperatives" will undertake the construction and equipping of the following projects:
- the National School of Architecture.
- 8 University colleges, 4 at El Harrach and 4 at Kouba.
- the third section of Oran University, which includes 5 colleges, a library with reading space for 540 students, and a medical center for 100 patients.
- the Higher Technical Teachers' Training College at Oran.
- a University complex at Algiers, composed of a National Center of Generalized Education, a National Pedagogic Institute, the Scientific and Technical University (El Harrach) and the Higher Veterinary College (El Harrach).

Under the agreement, the Direction of the Army "cooperatives" will also undertake the study and execution of the first part of the Annaba technological university.

A 50 "L'Université d'été 70": porte ouverte sur les instituts technologiques. ("Summer University 1970": gateway to the Technological Institutes).

El Moudjahid May 26, 1970

"Summer University 1970" is the name of a training-period from July 10-September 10 which will prepare students to enter the new Technological Institutes. These training-periods, which aim at efficiency and economy of training-time, will help candidates enter the Institute best suited to their level and aptitudes. However, this "Summer University" will have no real value without the incorporation of qualified professors who will be able to bridge the gap between the actual level of students and the standard they should reach if the Technological Institutes are to be wholly successful.

L 51 Libyan University for expansion

The Cyrenaica weekly review, April 5, 1970.

In an interview with the Libyan News Agency, Dr. Hadi Abu Lugma, the University Vice-Rector, said that new departments will be opened at the Libyan University next year, in a drive to develop and expand the University's educational structure.

Departments of Archaeology and French will be established at the School of Arts, as well as a department of Statistics at the School of Commerce. The University board of Directors is also studying programs to establish a department of higher studies, leading to an M.A. degree, at the School of Arts.

The Vice-Rector added that 112 Libyan post-graduates have been sent abroad for higher studies, in addition to 2 teachers sent to Canada to study language laboratories. The English Universities of Birmingham, Leeds and Liverpool cooperate with the Libyan University in scientific, educational, and archaeological fields, as well as English language teaching. Dr. Abu Lugma concluded that University committees will visit Arab countries to select highly qualified teachers for the University staff.

L 52 Students assist in Olive Harvest.

Cyrenaica Weekly News November 16, 1969

Olive picking by Libyan students has proved most successful. Students from the Schools of Science, Agriculture, Engineering and Education joined the olive-picking campaign at the Juddayem grove in Tripoli and gathered about four tons of olives. Students from the Ghairan Agricultural Secondary school and the Zawia secondary school picked 2.6 tons of olives from the school's plantation, thus bringing

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the total to 6.6 tons in a single day. The plucked olives are transported to the Ministry of Agriculture's oil mill, and the oil handed over to the Agricultural bank for marketing.

M 53 Panorama de l'actualité nationale: grève de la faim d'étudiants marocains à Paris. (Panorama of national news: hunger strike of Moroccan students at Paris).

L'Opinion June 9, 1970

Twelve residents of the "Moroccan house" at the Cité Universitaire in Paris have decided to start a hunger strike in protest against the order to close the house next July. This decision, taken last March by the Administrative Council of the National Foundation which manages the University of Paris, was partly due to the college's recorded deficit of 27 million francs.

M 54 Maroc: Grève à l'université et dans les lycées de Rabat. (Morocco: Strike at Rabat University and grammar schools).

Le Monde February 14, 1970

For reasons which vary according to the School..., the students of Rabat University, except for the School of Medecine, are on strike. Medical students were on strike two weeks ago, but recommenced studies after certain claims had been satisfied. The new strike is by the students of the Ecole Normale Supérieure (Higher Teachers' Training College), who claim that promises made by the educational boards have not been kept. A similar movement is taking place in other schools, including the National Agronomic Institute.

At the same time, although for different reasons, the strike has spread to the majority of Rabat's secondary schools, and the police have arrested militants from the National Union of Moroccan students.

M 55 La grève des étudiants est à son vingt-deuxième jour. Une année universitaire sacrifiée aura de dramatiques conséquences sur l'enseignement et le budget du pays. (The students' strike reachs its 22nd day. A sacrificed academic year will have dramatic consequences on education and the country's budget).

L'Opinion June 7, 1970

It is evident that a wasted academic year will engender heavy material losses for the Nation. Boycotting the examinations

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will cost an estimated several billion dirhams, and the crisis will prove disastrous for the State program of moroccanization. Moreover, the promotion of national qualified staff, which is indispensable to free the country from an inefficient and expensive foreign aid program, will suffer an unprecedented delay.

The University structure will also suffer the consequences of this strike. The Schools and Cité Universitaire are already overcrowded, and it will be impossible for the administration to find places for the 2,000 new students anticipated.

M 56 La session d'examens de juin est-elle compromise? (Is the June examination session in jeopardy?)

L'Opinion June 2, 1970

The June examinations now seem unlikely to take place normally. The students' position is unchanged, and they are determined to boycott all lectures and examinations until the government has satisfied their demands, and given them permission to postpone their military service until the end of their university career. For their part, the professors, members of the National Union of Higher Education, decided last thursday to give no further lectures until the situation has been resolved. The medical examinations took place with only 30 students present out of a total 500 enrolled.

M 57 Examens universitaires: première session en septembre). (University examinations: first session in September).

L'Opinion June 10, 1970

A full assembly of students was called to re-examine their situation after the communiqué issued by the University council. This communiqué did not really satisfy the students' main condition, for which they had gone on strike and boycotted the examinations - that is, that every student should have the right to postpone his military service until the end of his studies. This unconditional demand would prevent the authorities from breaking up the student movement by sending troublesome elements into the Army, and is especially important to the students since fifteen members of their organizations have already received their convocations.

T 58 24 practiciens: 1 ère promotion de la Faculté de Médecine de Tunis.
1700 nouveaux médecins en 1980.
(24 doctors: first graduated from the Tunis School of Medicine.
1,700 new doctors in 1980.

La Presse July 7, 1970

Dr. Candau, the Director General of the World Health Organization, and many foreign and Tunisian doctors were present at the graduation ceremony of the first 24 doctors to be trained at the Tunis School of Medicine. The School opened in 1964 with 54 students, and by 1969-70 this number had increased to 447. The medical students have one year's preparatory lectures, followed by six years of theoretical and practical studies in various hospitals. Tunisia urgently needs more qualified doctors, as foreign aid is only a temporary measure and medical services must be "tunisified" in the future. The present number of foreign doctors in Tunis is 351 compared to 217 Tunisian nationals. However, as 95% of the students at the School of Medicine are Tunisians, 1,700 new Tunisian doctors should have graduated by 1980. The four-year forecast is as follows:

1971 : 35 doctors
1972 : 50 doctors
1973 : 70 doctors
1974 : 80 doctors

The percentage of success since the School opened is as follows:

1964-5 : 77%
1965-6 : 73%
1966-7 : 56%
1967-8 : 75%
1968-9 : 64%

T 59 Un institut supérieur de la santé publique sera bientôt créé en Tunisie. (A Higher Institute of Public Health will soon be created in Tunisia).

La Presse July 7, 1970

In an interview, Dr. Candau, Director General of the World Health Organization, commented that he was pleased to note Tunisia's progress in training doctors, and added

that Tunisian doctors were necessary for only they could understand their country's people and problems. In the areas he had visited, he had noticed the seriousness and devotion of the medical staff. Dr. Candau continued that, with the Minister of Public Health, he had examined the project of creating a Higher Institute of Public Health in Tunisia, which would train health experts and be equipped with a central and regional laboratories.

T 60 A Tunis le premier institut supérieur de gestion des entreprises d'Afrique. (The first Higher Institute of Business Administration in Africa is at Tunis).

Jeune Afrique May 19, 1970

The Higher Institute of Business Administration was created in July, 1969, and is an integral part of the Tunis University complex. The Director is Abdellatif Khemakhem, Ph. D in administrative control at Ohio University in 1966. The Institute has two missions: firstly, to prepare students for the DES in business administration, and secondly, to retrain and perfect business and administrative staff. The Institute will also play a role in the country's economic life, by conducting research and advising companies who want to benefit from the experience of highly qualified staff.

The Institute is supported by several foreign organizations (of Great Britain, France, U.S.A., Canada), and is affiliated to the American Association of Business Schools. Aid is principally in the form of grants and exchanges of teachers and experts, as well as the perfectioning of pedagogic material specifically adapted to the African environment and under-developed countries. The Institute expects to offer a high quality education based on two principles: a close liaison between the university and economic life, and the use of American methods adapted to an African environment.

There are 41 students in the school's first year who study the following subjects: politics of administrative control, marketing and international marketing, financial administration, and production administration.

The role played by the Institute in the Tunisian economy will be threefold: in the immediate future, the country's qualified staff will be improved by seminars which will show them new techniques of administration, and this will be followed by a supply of competent qualified staff who are trained to apply modern administrative methods to their environment. In the long run, the Institute will provide help and advice enabling companies to perfect techniques which will improve their output.

ADULT EDUCATION

A 61. L'alphabétisation des adultes: "Je veux m'instruire pour mieux comprendre". (Making adults literate: "I want to learn to understand more").

El Moudjahid July 21, 1970

The most notable event this year is undoubtedly the importance given to the campaign against illiteracy in the Four-Year Plan. It is inadmissible that in a modern socialist country men and women should suffer the handicap of illiteracy, and throughout Algeria classes of instruction are being opened by enterprises, national societies, regional agricultural boards, etc. The number of classes opened is still insufficient to fulfil Algeria's aim, which is to make one million adults literate by 1973.

A 62. La formation professionnelle agricole à l'honneur. (Agricultural professional training must have priority).

El Moudjahid 8 June 1970

In Algeria, the problem of professional training is particularly important in agriculture. There is not enough qualified and professional staff to keep up with the growth of the country's economy and the constant need to apply new techniques. Priority must be given to professional training, which should in turn lead to a better preservation of the national patrimony, an increased output, due to the quality of the work, and consequently an improvement in the agricultural worker's standard of living.

A considerable effort is being made at the moment to give workmen a technical training (in pruning and grafting), and to train specialized staff for administration and accountancy. In the governorate of Annaba, there is a regional school of agriculture at Guelma and three C.F.P.A's.In 1962, 25 technicians were trained each year, whereas in 1972 the annual total will be more than 100. The total number of qualified staff trained by the C.F.P.A. is 359 monitors, 250 administrative staff, 150 vineyard workers, and 300 accountancy clerks.

A 63. F.P.A. au rythme du Plan; objectif: former 20,000 techniciens. (The F.P.A. follows the Plan's forecasts; its aim, to train 20,000 technicians).

El Moudjahid May 25, 1970

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The FPA (professional training for adults) must aim at training 20,000 technicians, according to the statistics given by the Four-Year Plan to the Ministry of Labor and Social Affairs. Programs will have to be revised to give a qualified training, and the FPA is hoping to promote education in economics to allow workers to acquire a rudimentary knowledge of this subject. Sectors given priority by the FPA will be metallurgy, building and public works, hydrocarbons, textiles and leathers. The board of the FPA also wants to organize three Technological Institutes, the first to train more than 6,000 technicians for building and public works, the second to train 2,300 technicians for electrical household apparatus, and the third to train the monitors needed urgently by the hundred FPA groups.

M 64. Dans l'intérêt des cadres et salariés, enquête sur les différents types d'enseignement et de formation assurés au Maroc. (In the interest of qualified and general staff, an inquiry into the different kinds of education and training assured in Morocco).

L'Opinion June 2, 1970

The Teachers' Study Group, in close collaboration with the General Association of Moroccan Industries, is starting an inquiry into 160 industrial and commercial enterprises which train their qualified and general staff. This census will inform the heads of companies and staff directors of the possibilities of training which exist in Morocco. The Teachers' Study Group inquiry deals with both training inside the companies and outside, in local organizations or foreign institutions, and stresses the continuation of this training by constant evaluation and further education.

TEACHER TRAINING

A 65. Coopération culturelle avec l'Afrique du Nord: Une lettre de l'ambassade d'Algérie. (Cultural Cooperation with North Africa: a letter from the Algerian Embassy).

Le Monde June 24, 1970

The Algerian Embassy gave the following facts on teacher training in Algeria:

1) The number of pupils in primary schools has increased from 735,000 in 1962 to 1,760,000 in 1969-70. The number of pupils in secondary schools has quadrupled in the same period to reach

170,000, and the number of students in higher education has increased from 2,000 to 11,000.

2) It is evident that this increase is a result of the increase in the number of teachers. The number of Algerian primary school teachers, which was only 12,000 in 1962, has now increased to 36,000, and Algerianization is therefore 90% in this sector. In secondary schools there are 5,000 Algerian teachers, 50% of the total number.

3) These results are due to the vast program of training Algerians at all levels which began in 1963. In 1964, the decision was taken to create two teachers' training colleges in every governorate to satisfy the needs of primary education. At the same time, the higher teachers' training college and the national school of technical education ensure the training of qualified teachers.

T 66. Pour vaincre la crise de recrutement, le statut économique et social des éducateurs doit-être revalorisé. (To conquer the recruitment crisis, the social and economical status of teachers must be revalued).

La Presse August 30, 1970

Mr. Chedli Ayari, the Minister of National Education, announced at Sousse that teachers' salaries were soon to be increased. This measure has been expected for a long time, for teachers have had to make considerable sacrifices to allow Tunisia's educational system to develop. It is a fundamental problem for Tunisia to recruit the large number of staff needed to ensure a competent educational service, and the current recruitment crisis is becoming more serious as the number of schools multiply. This crisis is due to the fact that the social and economical status of a teacher, and his future prospects, are in every way inferior to other professions. Teachers have a key role in a developing country, and should be given a salary which corresponds to their importance, responsibilities, and contribution to society.

TEACHING AIDS

A 67. Le réseau national de télévision: un succès marquant dans la bataille du développement culturel. (The National Television Network: a striking success in the battle for cultural development).

El Moudjahid June 18, 1970

One of the most notable events at the Oran National Cultural Week will be the opening of the national television network. 80% of the population will be able to receive programs and the whole of the Northern part of Algeria will be covered when the new 625 line broadcasting stations are opened. Nowadays, television is one of the most efficient means of education, particularly in a country like Algeria where illiteracy is still common and audio-visual techniques are necessary. The unification and extension of the national television network are part of the revolutionary plan to develop culture among the people.

A 68. Edition: un bouquet littéraire pour célébrer la semaine culturelle nationale. (Publishing: a literary bouquet to celebrate the National Cultural Week).

El Moudjahid June 20, 1970

At the Oran Cultural Week, the SNED put on sale some twenty new publications, including ten books of general literature, six studies or documents, three books of current events, and two books of history or civilization. This is part of the new impetus given to culture in general and literature in particular, which began after the 1968 Cultural Conference at Algiers. The Government, acting on suggestions made by men of letters during the conference, decided to give the necessary material and financial support to help further cultural development in Algeria. Evidence that an authentic Algerian culture is being reviewed can also be seen in music, the theatre, and cinema.

A 69. La bibliothèque nationale: 650,000 ouvrages sur 17 km. de rayonnages. (The National Library: 650,000 books on 17 kms. of shelves).

El Moudjahid June 23, 1970

The Algerian National Library is at the present time the largest in Africa and one of the most modern in the world. Its size is 4,800 m² and the front of the building covers 120 m. There are 3 reading rooms with room for 450 people, and every day 850 readers study there. The Library has 11,000 enrolled members, and receives 2,000 reviews and newspapers from different countries. By a decree of May 29, 1969, the Library's first task is to classify and preserve for the public Algeria's cultural patrimony, and to acquire everything published about Algeria abroad. It will therefore facilitate scientific research by possessing the necessary documentation for university research professors or ordinary citizens.

T 70. M. Driss Guiga inaugure une exposition de livres de médecine. (M. Driss Guiga opens an exhibition of medical books).

La Presse May 4, 1970

Mr. Driss Guiga, the Tunisian Minister for Public Health, opened an exhibition of 500 medical books on May 3, 1970, to celebrate the Sixth Maghreb "Medical Days". The books are primarily for students, and deal with medical practice, autopsy, therapeutic methods, and the ways of treating various illnesses. They will be presented to the Tunisien School of Medicine by the French Ambassador after the exhibition.

T 71. La Tunisie participe au Caire au seminaire sur l'alphabétisation. (Tunisia participates in the Cairo seminar on literacy).

La Presse May 3, 1970

A Tunisian delegation, composed of Mr. Tahar El Arbi, the head of the department of educational T.V., and Mr. Taieb El Hattab, the head of the department of audio-visual aids will participate in a seminar organized by the Higher Arab Council for Literacy in Cairo from May 2-28, 1970. Thirteen Arab countries will be represented at this seminar, which will deal with methods of teaching in the fight against illiteracy. This will be the second time Tunisia has participated in these seminars, and her contribution is appreciated by Arab countries who intend to create educational T.V.

T 72. M. Habib Boularès: la tâche qui nous est dévoulue est d'assurer l'accès et la participation de chacun à la vie culturelle de la communauté. (M. Habib Boularès: the task given to us is to assure the access to and the participation of each person to the cultural life of the community).

La Presse August 26, 1970

During the UNESCO conference held in Venice, Habib Boulares, Information and Cultural Affairs Minister, declared that modern audio-visual methods can aid a great deal in the diffusion of national culture and education. Records, films, photographs, microfilms in archives and sound and light shows all are efficient means of conserving and propagating culture and inserting outside contributions to the daily life of the nation.

RELIGIOUS EDUCATION

M 73. Deux thèses théoriques présentées à Rabat. (Two theoretical theses presented at Rabat).

L'Opinion June 27, 1970

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At the Rabat Institute of Theological Studies, the two professors Abssaine and Lissaine El Hak defended their theses for the Diploma of High Islamic Studies before numerous religious personalities. After having heard them speak, the jury's verdict was "fairly good" for the first thesis on "The basis of Islam" and "very good" for the second thesis on "The venerable contribution of Abou Dir El Ghifari and his conceptions of socialism."

ARTISTIC EDUCATION

A 74. le T.N.A. à l'heure de la décentralisation. (The T.N.A. at the moment of decentralization).

El Moudjahid July 3, 1970

On June 19 three statutes concerning the theatre were published. The first concerned the reorganization of the National Algerian Theatre, the second defined the general status of regional theatres, and the third concerned the creation of a National Institute of Dramatic Art and Choreography. The aim of the National Algerian Theatre is to contribute to cultural development by producing dramatic works with an educational and cultural basis.
The National Theatre's mission is:
- to undertake research work to discover the characteristics of an authentic Algerian theatre.
- to present, according to an annual plan, a minimum number of works by Algerian authors.
- to enrich the repertory by presenting works by foreign authors belonging to the universal classical and modern theatre.
- to give the national troup a high artistic level.
- to ensure a wide audience for the artistic works created by organizing regular performances.

M 75. Concours culture. et artistique organisé par l'inspection provinciale de la Jeunesse et des Sports. (Cultural and artistic competition organized by the provincial board of Youth and Sports).

L'Opinion July 2, 1970

As part of the activities organized for the Youth Festival, the provincial board of youth, sports, and social affairs announced an artistic and cultural competition for young people on the theme: "His Majesty Hassan II's achievements in the social, cultural, and economic field." Prizes will be awarded to the best entries in the three sections, poetry, prose, and painting.

M 76. Ouverture du XI^e Festival National du Théâtre amateur: Plusieurs manifestations théâtrales prévues pour aujourd'hui. (Opening of the XI National Festival of Amateur Theatre: Several theatrical productions organized for today).

L'Opinion July 21, 1970

The 11th festival of amateur theatre opened yesterday in the presence of numerous performers in the amateur theatre from all over Morocco. The festival, organized by the Ministry of Youth and Sports, will enable theatre-lovers to attend plays, lectures, and debates between intellectuals and Moroccan theater people. Today 2 plays will be presented at the National Theatre Mohamed V, by the "Saisons" troop from Meknes and the Marrakech amateur company. M. Farid Ben M'Barek will also give a lecture on the theme "Horizons in the modern theatre".

M 77. Projet de construction d'un nouveau théâtre municipal à Casablanca: un instrument culturel qui doit toucher les masses populaires. (Project to construct a new municipal theatre at Casablanca: a cultural instrument which should reach the popular masses).

The prospect of enlarging the Municipal Theatre at Casablanca seems a good initiative from many points of view, but it would be preferable to separate the commercial administration from the artistic branch.

The public is tired of seeing its theatre ignore popular aspirations and become a privileged meeting-place for bourgeois society. The theatre in Morocco is a cultural means of popular education, and should play an educational role amongst the least privileged members of society. The theatre should therefore be made available to the maximum number of people, and men of integrity should be responsible for the administration.

L 78. Libyan Folklore group.

The Libyan Review December 1968

The Libyan folklore group, a part of the State Department of Arts and Culture, has earned a reputation both at home and abroad. It has given more than 500 performances in Libya alone, since its formation 5 years ago. The folklore group has also visited Tunisia, Malta and Italy, and will be going to other countries soon.

There are more than 50 artists in the group, including 30 men and 5 girl dancers, and 10 musicians. The group performs over 30 dances of various kinds. At present the majority of the artists are students, but next year they will become full-time members of the troup.

The Libyan folklore group won first prize for dancing at the International Festival of Carthage in Tunisia, competing against 9 countries. The Maltese Government also praised the group when they danced at the Malta International Trade Fair this year.

SPECIAL EDUCATION

L 79. La Libye ne participera pas au 2e jeux universitaires et scolaires maghrebins. (Libya will not participate in the 2nd. Maghreb school and university games).

L'Opinion July 19, 1970

The 2nd. Maghreb school and university games will take place at Tunis from July 20-28, with the participation of 900 athletes representing Morocco, Algeria, and Tunisia. Libya, who participated in the 1st. Maghreb games organized at Algiers in 1968, has decided not to take part in this second meeting. The Games this year will include athletics, table tennis, gymnastics, swimming, basketball, football, handball, volleyball, and fencing.

M 80. Les Etudiants et la Jeunesse. (Students and Youth).

Annuaire de L'Afrique du Nord T VII 1968 p. 282.

Agitation is not new among Moroccan students. The problems of youth in general, and not only students, preoccupy the Government - it could not be otherwise in a country where half the population is under 20 years old. The speech made by the King on his 39th birthday was devoted to youth, and he developed two main themes - helping young people to find employment with prospects, and assuring an education and culture founded on national and religious values. In every province, a commission will be created to help young people with a primary or secondary education diploma complete their training and find employment. The King also announced the creation of "Houses of Thought" destined to bring young people up in national and religious ideals, and to counteract the harmful influence of certain foreign philosophers.

T 81. Mr. Mohamed Mzali, Tunisian Minister of Education, Youth, and Sports, presided over a meeting of the Directors of the Bourguiba children's villages.

El Amal February 28, 1970

Mr. Mohamed Mzali, the Tunisian Minister of Education, Youth and Sports presided over a meeting of the Directors of the Bourguiba children's centers and reminded them of the aims of these organizations - to prepare young people for a decent life through education, and to help them fit into society.

Mr. Mzali emphasized the fact that these children are deprived of parents' affection, therefore their education is a delicate matter and requires great care and attention from the teachers. Civic and religious education must be stressed, and an overall healthy education should be given. Finally, Mr. Mzali gave priority to finding employment for young people who are old enough to work.

T 82. Le 3 ème camp scientifique international a achevé ses travaux. (The 3rd international scientific camp has completed its work).

La Presse August 28, 1970

The "Young-Science" movement in Tunisia organized its 3rd international scientific camp from August 12-28, 1970. Representatives of similar movements in European and African countries were invited, and the camp gave numerous opportunities for young people to meet and cooperate together in friendship. The camp studied mainly natural sciences in the region of Bir El Bey. The students collected plants growing on nearby mountains and analysed them in laboratories: they then studied geology and climatic conditions to establish the relationship between these plants and their natural environment. Other studies were devoted to zoology and oceanography, and insects and animals common to the region were examined. Trips out to sea were organized to study the relationship between the different sorts of fish found in the Tunis gulf and the temperature, and degree of salinity of the seawater. Finally, astronomy was practised every evening with a long-range telescope designed by members of the Tunis "Young-Science" club.

COOPERATION

A 83. "Révolution Africaine": les campagnes de recruitment d'enseignants français sont décevantes. ("African Revolution":

the recruitment campaigns of French teachers are disappointing).

Le Monde June 24, 1970

"African Revolution", the official newspaper of the FLN, commenting on the state of cultural relations between France and Algeria, declared that "since 1966, the recruitment campaigns of French teachers have been disappointing, and this has delayed the normal development of national education in Algeria". The newspaper continued that Algeria is aware that recruitment is voluntary, but even voluntary service can be influenced or discouraged, and France seems to make no particular effort to further Algeria's cause.

A 84. Coopération culturelle avec l'Afrique du Nord: Le néo-colonialisme. (Cultural cooperation with North Africa - neo-colonialism).

Le Monde June 24, 1970

One must seek the real explanation of the reserved, if not hostile attitude of the French towards cooperation with Algeria. Some feel resentment at Algeria's Independence, others opposition to a country which is revealing itself capable of controlling its own future, often with, but sometimes without. France. This can in part explain the lack of candidates for posts in Algeria.

Mag. 85. Le Centre Maghrébin d'Etudes et de Recherches Administratives installé officiellement. (The Maghrebian centre of Administrative Study and Research officially installed.

El Moudjahid July 4, 1970

The Centre will be a concrete stepping-stone towards inter-maghrebian cooperation. Its first aim will be to maintain and develop close cooperation between the Institutes of Public Administration and the National Administrative Schools of the Maghreb. As the representative of the Maghreb countries, it will be in contact with similar international organizations, and will aim at promoting exchanges of information, training staff, and equipment, or organizing and carrying out communal projects. The Centre's mission will also be to develop contacts and mutual understanding between higher qualified staff in the Maghreb, by organizing seminars where they can compare experiences, and discuss achievements, failures, and reforms in their countries.

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A 86. Les dirigeants déplorent les défaillances de la France. (The leaders deplore France's "shortcomings").

Le Monde June 3, 1970

Algeria is conscious of being the developing country most open to the spread of culture and techniques from the former colonizer. The Minister of National Education declared: "There is no contradiction between our increasing request for cooperation and our policy of arabization, since the number of young Algerians who are taught in French at school has doubled since Independence and must be tripled in 4 years time". He added that Algeria wanted to maintain the current proportion of 50% French teachers in secondary education for many years to come. However, the first results of the recruitment campaign for the next academic year have been particularly disappointing. Algeria has 3,500 teaching posts to be filled and wants to recruit 113 professors and 205 assistants for higher education and research.

Mag. 87. La coopération culturelle française avec l'Afrique du Nord. (French cultural cooperation with North Africa).

Le Monde June 3, 1970

The number of French teachers in North Africa is very high Out of 17,000 French teachers abroad, 95% are in North Africa, 8,000 in Morocco, 6,000 in Algeria, and 3,000 in Tunisia. The French Foreign Ministry, replying to Algerian criticism, gave the following facts - that no other developed country sends so high a number of teachers abroad, and that France also receives requests from African English-speaking countries who want to increase their teaching staff in French. To satisfy all these requests within the limit of the budget, the Direction of Cultural, Scientific, and Technical Affairs at the Foreign Ministry gives priority to countries wanting French teachers, not to teach, but to train local teachers.

M 88. Marrakech: Ouverture hier de la conférence régionale des ministres arabes de l'éducation. (Marrakech: opening yesterday of the regional conference of Arab Ministers of Education).

El Moudjahid January 13, 1970

The third regional conference of Arab Ministers of Education and Planning, organized by UNESCO, opened yesterday at Marrakech, with the participation of representatives from 16 countries, observers from Yugoslavia, the Vatican, the German Federal Republic, Spain, and the U.S.A., and delegates

from 15 international organizations. In all 105 delegates, including 18 Ministers of Education, were present.

M 89. Signature d'une convention culturelle maroco-yougoslave. (Signing of a cultural agreement between Morocco and Yugoslavia).

L'Opinion June 25, 1970

Dr. Vejnovic, the President of the Yugoslavian Federation for cultural relations abroad, who is on an official visit to Morocco, has signed a cultural agreement between Morocco and Yugoslavia. This agreement will cover exchanges of scholarship-holders, lecturers, journalists, research workers, folk-dance troups, and artists, and also establish contacts between cultural and scientific research institutions. Dr. Vejnovic declared that he hoped this agreement would establish an important basis for cultural relationships, which would enable the two countries to make historical, cultural, and scientific acquaintance.

M 90. Le P.A.M. 700,000 dollars pour les Universités du Maroc. (The P.A.M. - 700,000 dollars for Moroccan Universities).

L'Opinion June 27, 1970

The June, 1970, edition of the PAM (World Alimentary Program) revue published an article on the plan to provide Moroccan Universities with alimentary aid worth 700,000 dollars. This aid will help the Universities to train the qualified staff and technicians the country needs for economic development. At the moment, education is slowed down by lack of material and installations. For 5 years PAM will provide corn, cheese, eggs, powdered milk and vegetable oil, which will assure meals for at least 5,000 students. The money economized by the authorities will therefore be used to improve buildings, and equip the Universities of Rabat and Fes.

M 91. Coopération culturelle avec L'Afrique du Nord: les difficultés des professeurs français au Maroc. (Cultural Cooperation with North Africa: the difficulties of French teachers in Morocco).

Le Monde June 24, 1970

New recruits often learn after their arrival that the information given to them is out-of-date, and that certain chapters of the cultural agreement have been changed. Other chapters, especially concerning salary, are ignored, and the administration is so slow that some cooperants are paid for

the first time nine months after their arrival. The situation has been deteriorating for several years, and the A.S.P.E.S. must now take the responsability of preparing future candidates for the problems they will face. It is unpleasant to denounce the negative aspects of cooperation, but these must be rectified so that new recruits can work well, and stay long enough in Morocco to adapt themselves to local conditions of teaching, instead of leaving sickened by material difficulties and broken promises.

M 92. Un enseignement inadapté: lettre d'un professeur français. (An unsuitable education: letter from a French teacher).

Le Monde June 3, 1970

It should be generally known that many French teachers in Morocco feel they are using up a lot of energy for nothing, considering the conditions in which they are obliged to work. For example, what can a French teacher think the day he discovers that his program is being duplicated by an Arab teacher? More generally, our teaching program is unsuitable for the country's needs, and we often feel we are "training" young people who will become unemployed, with no professional qualifications, divided between two cultures and cut off from their origins, with all the social and psychological consequences that implies. The language problem makes French teachers the instruments of a "class" education, reserved for a French-speaking urban élite. We play two roles here, both that of agents of a certain French cultural imperialism, and supporters of a despotic system and bourgeois domination. This helps to explain the population's hostile attitude towards us.

L 93. U.N. ready to give massive support to Libyan technical advance.

The Cyrenaica weekly news February 2, 1969.

The U.N. is allocating 1,5 million dollars for a five-year scheme in which about 5,000 young Libyans will be trained as experts in a variety of trades. Training-centers will be opened in Tripoli, Benghazi, and Misurata. In Tripoli almost 700 applications have been received, and 120 workers have been chosen for the first course in five trades which will begin in February.

L 94. Perspectives de la coopération culturelle franco-libyenne. (Perspectives of Franco-Libyan cultural cooperation).

Réalités libyennes January-February 1969

French culture has a Maghrebian passport in Libya, as it is the technical means of communication with Moroccan, Tunisian, and Algerian specialists trained in France. This year there are 110 French teachers in Libya who will help the Government start a program of language training which should produce more than 500 French language teachers in 8 years. French teachers will form an important part of the staff at first, but the ultimate aim will be to replace foreigners by Libyan teachers, trained at the University with the help of staff and material provided by French Cultural Cooperation.

T 95. La Suisse participera à la création d'une école de technologie forestière et pastorale à Tabarka. (Switzerland will participate in the creation of a School of Forestry and Pastoral Technology at Tabarka).

La Presse August 29, 1970

On August 28, 1970, Mr. Tahar Belkhoja, State Secretary for Education, Research, and Professional Training at the Ministry of Agriculture, and Mr. René Stoudmann, the Swiss Ambassador, signed an agreement for creating a Technological School of Forestry at Tabarka. This school, for training technical assistants to supervise the retimbering and improvement of Tunisian forests, will open next October. Under the terms of the agreement, signed for 3 years with the possibility of renewal, Switzerland will provide experts and equipment valued at 179,000 dinars, and Tunisia will be responsible for constructing the school. Mr. Tahar Belkhoja declared that this school formed part of a combined forestry policy. Two schools had already been created, one at Remel, in collaboration with Finland, and the other at Ain Karma, in collaboration with the FAO. The Tabarka school will eventually train Tunisian specialists to replace the Swiss experts.

T 96. Vers une coopération tunisco-italienne en matière de tourisme et d'hôtellerie. (Towards Tunisian-Italian cooperation in tourism and hotels).

La Presse August 28, 1970

On August 27, 1970, a meeting took place between the Italian delegation of tourist and hotel administrators, led by Mr. Michel Pandolfo, the President of the Italian Tourist Board, and members of the administrative councils of the Tunisian Hotel and Tourist Agency Federations. Questions considered were how to further profitable cooperation in these industries, and the promotion of tourism in the Mediterranean area. An agreement of principle was reached on

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the following points - the organization and extension in Tunisia of tourist routes crossing Italy; a joint tourist publicity campaign to be launched in Italy and other countries; an organization of tourist transport between Italy and Tunisia; the perfecting of some categories of hotel staff; the organization of exhibitions of Tunisian products in Italian hotels and Italian products in Tunisian hotels; and the exchange of information on the hotel industry and tourism. The meeting concluded that they would base their cooperation on this program.

T 97. Coopération pour une Eclosion de jeunes talents ouvriers. (Cooperation for an "explosion" of young working talents)

La Presse July 24, 1970

The ceremony for the end of the academic year at the Menzel Bourguiba Centre of Professional Training and Improvement also marked a turning point for this school, created 5 years ago by cooperation between Germany and Tunisia. The German experts who have been there since the beginning will now leave the Centre in the hands of Tunisian instructors, who will be entirely responsible for future training.

The Centre was constructed with the help of Bad Wurttemberg, which was in the last century a poor agricultural country like Tunisia, but was able to make economic progress by industrialization and an increased number of qualified workers. The people of Bad Wurttemberg wanted to help Tunisia benefit from their experience, hence this cooperation by which they supplied all equipment for the Menzel Bourguiba Centre and paid for the services of German experts.

An industrialized country needs above all qualified workmen, and the Centre's aim is to help fulfil this need. Instruction provided is either a year of improvement in a chosen speciality (such as carpentry, industrial design, or motor mechanics), or an apprenticeship as a mechanic lasting 3 years. The training programs include 30 hours in the workshop and 8 hours theoretical lessons per week. This original system was directly inspired by the training system in Bad Wurttemberg which became a model for all Federal Germany. Besides their professional training, pupils follow german language lessons, and take part in cultural and sporting activities. This year 100 pupils followed improvement courses and 50 completed their training.

SPECIAL PROBLEMS

Mag.98. Problèmes de l'enseignement au Maghreb. (Problems of education in the Maghreb).

Maghreb No. 37 January, February, 1970

It is not surprising that, of all the problems the Maghreb has had to face after Independence, education is the most serious, and a satisfactory solution has still to be found. The Maghreb countries wanted to achieve great ambitions- to make primary education accessible to all children, to allow ten times as many pupils to benefit from secondary education, and to create a national university capable of satisfying their country's need for qualified staff. These difficulties were doubled by the parallel effort to "arabize" education. France had not attempted to renovate the traditional education of Koranic schools and Islamic universities, but had introduced modern forms of education in French. After Independence, the young States decided to give priority to their national and religious language, thus setting themselves a double task for the future.

T 99. Un livre sur la politique de l'enseignement en Tunisie. (A book on Tunisian educational policy).

La Presse July 15, 1970

Two economists at the Tunis School of Law, Mr. Bsaîes and Mr. Morrisson, have published an analysis of Tunisian educational policy, explaining the role of investments in education in the social and economic development of the country. All developing countries have to choose their investment priority, such as heavy industry, agriculture, or education and health. Tunisia chose the latter, and now devotes a very high percentage of her gross national product (8-9%) to education. This investment has short and long term results - in 5-8 years it produces a qualified labor force necessary for the economy, and in the long run it should lead to a transformation of mentalities and society itself. This long term result is rather a "bet on the future", but transformation of society is now recognized as of vital importance for the growth of developing countries.

T 100. Lancement réussi de la première fusée expérimentale à Utique. (Successful launching of the first experimental rocket at Utique).

La Presse August 28, 1970

On August 28, 1970, the first experimental rocket made by the Tunisian "Young Science" movement was successfully launched from Utique plain. More than 1,200 hours of work were devoted to this project, which reveals both the ambition and the scientific progress made by young Tunisians. The rocket was 173 cms. long, and reached a height of 1,220 metres in 14.8 seconds, then returned to land by parachute 3 1/2 minutes after the launching.